



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS **DANCE**

GRADES 6-12



Indiana Academic Standards Context and Purpose

The Indiana Academic Standards for Grades 6-12 Dance define what students should know and be able to do when participating in Dance at each grade level. In alignment with the [National Coalition for Arts Standards](#), the Indiana Academic Standards for Dance consist of anchor standards, enduring understandings, and essential questions as defined for four overall themes. These four themes are:

- Creating
- Performing
- Responding
- Connecting

High school dance standards are organized into three levels: Proficient, Accomplished, and Advanced. These levels acknowledge the differing levels of ability and past experiences with which students may enter these courses. The National Coalition for Arts Standards provides the following definitions for each level. Educators are encouraged to use these definitions when designing learning experiences that can be appropriately differentiated for students in relevant courses.

<i>Proficient</i>	A level of achievement attainable by most students who complete a high-school level course in the arts (or equivalent) beyond the foundation of quality Pre K-8 instruction.
<i>Accomplished</i>	A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the Proficient level.
<i>Advanced</i>	A level and scope of achievement that is beyond rigorous, substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for Accomplished achievement, and prepares students for college-level work.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Dance: Creating	
Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?	
EXPLORE	
Grade 6	DA:Cr1.1.6 (a) Develop movement sequences that reflect similar or contrasting ideas generated from a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and using choreographic principles.
	DA:Cr1.1.6 (b) Explore a movement problem using movement vocabulary from a variety of dance styles and traditions and incorporating the elements of movement.
Grade 7	DA:Cr1.1.7 (a) Utilize expanded movement vocabulary and skills to choreograph dance sequences that respond to a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).
	DA:Cr1.1.7 (b) Develop a solution to a movement problem using a variety of movement vocabularies and choosing artistic elements to utilize in the solution.
Grade 8	DA:Cr1.1.8 (a) Develop choreographed dances and dance studies in response to a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) that communicate ideas, stories, and feelings reflecting various cultures and historical periods.
	DA:Cr1.1.8 (b) Create an original dance study or dance utilizing the elements of movement, artistic elements, and a variety of movement vocabularies to clearly communicate ideas, stories, or feelings.
HS Proficient	DA:Cr1.1.I (a) Explore a variety of stimuli for understanding and demonstrating choreographic principles, structures, and processes. Analyze the process and the relationship between the stimuli and choreographed dances.
	DA:Cr1.1.I (b) Experiment with the elements of dance and use choreographic principles to explore personal movement preferences and strengths. Select movements that challenge skills and build on strengths in an original dance study or dance.
HS Accomplished	DA:Cr1.1.II (a) Synthesize content generated from a variety of stimuli to choreograph dance studies or dances using original or traditional dance styles.
	DA:Cr1.1.II (b) Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance. Communicate an artistic intent and use choreographic processes. Compare personal choices to those made by well known choreographers.
HS Advanced	DA:Cr1.1.III (a) Synthesize content generated from a variety of stimuli. Experiment

	and take risks to discover a personal voice to create, present, and explain artistic intent.
	DA:Cr1.1.III (b) Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance using choreographic structures or forms. Analyze and define the movement content in a dance.
Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. Essential Question(s): What influences choice-making in creating choreography?	
PLAN	
Grade 6	DA:Cr2.1.6 (a) Create movement patterns and solve movement problems using choreographic structures from a variety of cultures and dance styles and forms.
	DA:Cr2.1.6 (b) Expand movement patterns and solutions to movement problems by manipulating theatrical elements. Discuss the effects of these elements on communicating to others.
Grade 7	DA:Cr2.1.7 (a) Develop a dance study or dance communicating clearly an idea, story, or feeling. Engage in the process of choosing among a variety of choreographic devices and dance structures. Discuss the process of making movement choices.
	DA:Cr2.1.7 (b) Examine theatrical elements in dances and dance studies from a variety of cultures and styles and discuss choices of elements that enhance the ability to communicate through choreography.
Grade 8	DA:Cr2.1.8 (a) Collaborate with others in creating dance studies and dances that communicate a clear idea, story, or feeling with feedback from others. Engage in revision of choreography based on choreographic principles and processes designed to enhance communication of an idea, story, or feeling.
	DA:Cr2.1.8 (b) Apply theatrical elements to a dance or dance study to clearly communicate an idea, story, or feeling. Evaluate the effect of artistic choices on choreographic structure and process and on the ability to communicate through movement.
HS Proficient	DA:Cr2.1.I (a) Collaborate to design a dance using a variety of choreographic principles to support an artistic intent. Explain how dance structures clarify the artistic intent.
	DA:Cr2.1.I (b) Develop an artistic statement for an original dance study or dance and explain how choreographic structure communicates that artistic statement.
HS Accomplished	DA:Cr2.1.II (a) Work individually or collaboratively to design and demonstrate a variety of choreographic processes to develop solo or group dances. Analyze how the structure and final composition informs the artistic intent.
	DA:Cr2.1.II (b) Develop an artistic statement that reflects a personal aesthetic for an original dance and identify how the choreographic structure supports that artistic statement.

HS Advanced	DA:Cr2.1.III (a) Demonstrate personal voice in designing original dances by applying choreographic structures or forms. Justify choreographic choices and explain how they are used to intensify artistic intent.
	DA:Cr2.1.III (b) Construct an artistic statement for an original dance that communicates a personal, cultural, or artistic perspective and justify how the choreographic structure supports that artistic statement.
Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?	
REVISE	
Grade 6	DA:Cr3.1.6 (a) Revise a movement problem or revise solutions to movement problems based on artistic choices observed in a variety of choreographic sources. Define the changes made in the choreographic product.
	DA:Cr3.1.6 (b) Record a dance sequence or choreographed solution to a movement problem using writing, pictures, or media technology.
Grade 7	DA:Cr3.1.7 (a) Based on feedback from others and using a framework of choreographic principles, revise a dance or dance study to better communicate an idea, story, or feeling. Define how the changes clarify meaning.
	DA:Cr3.1.7 (b) Explore a variety of recognized systems of words, symbols, or media technologies for recording dances or dance studies.
Grade 8	DA:Cr3.1.8 (a) Collaborate with others to revise and expand a dance or dance study using a variety of theatrical elements, choreographic structures, and principles. Define sources and criteria for choices made in the revision process.
	DA:Cr3.1.8 (b) Record a dance or dance study using elements of a recognized system of words, symbols, or media technology. Utilize the documentation in an evaluation process.
HS Proficient	DA:Cr3.1.I (a) Clarify the artistic intent of a dance by manipulating choreographic processes, principles, and structures based on established artistic criteria, self-reflection, and the feedback of others. Analyze and evaluate impact of choices made in the revision process.
	DA:Cr3.1.I (b) Compare a variety of recognized systems to document a dance using writing, symbols, or media technologies.
HS Accomplished	DA:Cr3.1.II (a) Clarify the artistic intent of a dance by refining choreographic processes, principles, and structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.
	DA:Cr3.1.II (b) Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

HS Advanced	DA:Cr3.1.III (a) Clarify the artistic intent of a dance by manipulating and refining choreographic processes, principles, and structures using self-reflection and feedback from others. Document choices made in the revision process in order to justify and support artistic intent.
	DA:Cr3.1.III (b) Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies). Collaborate with others to review the documentation and make revisions.

Dance: Performing	
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
Enduring Understanding: Space, time, and energy are basic elements of dance.	
Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?	
EXPRESS	
Grade 6	DA:Pr4.1.6 (a) Demonstrate the ability to judge distance and spatial design by exploring diverse pathways, levels, and patterns in space alone, with partners or in groups. Maintain focus with a partner or group in near and far space.
	DA:Pr4.1.6 (b) Use a variety of timing accents, durations, tempi, and rhythmic structures in dance phrases reflecting different dance styles, genres, and a variety of cultures.
	DA:Pr4.1.6 (c) Initiate movement and dynamic expression using varying tensions in musculature. Appropriately apply bound and free-flowing movements to technique exercises and dance phrases.
Grade 7	DA:Pr4.1.7 (a) Use expanded movement vocabulary in spatial design. Demonstrate use of floor and air pattern designs, body designs from different dance genres and styles and contrasting shapes and movements.
	DA:Pr4.1.7 (b) Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
	DA:Pr4.1.7 (c) Compare and contrast movement characteristics from a variety of dance genres, and styles and dances from a variety of cultures. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.
Grade 8	DA:Pr4.1.8 (a) Demonstrate body shapes and movements created in relation to other dancers, objects, and environment. Demonstrate complex floor and air patterns, direct and indirect pathways, and focus of eyes in relation to spatial design.
	DA:Pr4.1.8 (b) Use different lengths and a variety of timings within a dance phrase. Demonstrate the application of phrasing using breath, movement, and meter variation.

	DA:Pr4.1.8 (c) Use energy and dynamics in technique exercises and dance performance to enhance and project movement and add texture to dance phrases.
HS Proficient	DA:Pr4.1.I (a) Dance alone and with others maintaining a sense of spatial design. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.
	DA:Pr4.1.I (b) Acquire the ability to use movement related to different tempi. Respond to rhythmic cues from different aspects of accompaniment.
	DA:Pr4.1.I (c) Acquire total body awareness so that movement phrases demonstrate variances of energy and dynamics.
HS Accomplished	DA:Pr4.1.II (a) Dance alone and with others with spatial design. Develop partner and ensemble skills to execute simple to complex floor and air sequences with others while maintaining relationships through focus and intention.
	DA:Pr4.1.II (b) Develop ability to use time and different tempi in dance studies and compositions in creative ways. Apply musicality as a phrasing tool.
	DA:Pr4.1.II (c) Develop ability to apply varying energy and dynamics in movement phrases and compositions.
HS Advanced	DA:Pr4.1.III (a) Refine partner and ensemble skills to a broad range of movement in space. Achieve artistic and expressive clarity of intention. Use focus to clarify movement and intention. Build relationships with other dancers and audience as appropriate to the dance technique.
	DA:Pr4.1.III (b) Refine use of time and demonstrate complex phrasing with and without musical accompaniment. Use complex tempi and rhythms in dance compositions.
	DA:Pr4.1.III (c) Refine use of energy and dynamics to clearly express intention in choreography. Use a broad dynamic range for establishing relationships with other dancers and for projecting to the audience.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?	
EMBODY	
Grade 6	DA:Pr5.1.6 (a) Accurately demonstrate changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs and movement transitions while embodying technical dance skills (alignment, coordination, balance, core support, clarity of movement, kinesthetic awareness).
	DA:Pr5.1.6 (b) Demonstrate awareness of safe and healthful strategies, including nutrition, in warming up and dancing. Embody knowledge of physical anatomy related to muscle feedback and spatial awareness.

	DA:Pr5.1.6 (c) Collaborate with peers to identify what works and does not work in executing complex patterns, sequences, and formations in dances. Solve movement problems by testing options and finding good results. Document improvement over time.
Grade 7	DA:Pr5.1.7 (a) Vary amount of force, flow, muscular tension, and weight in technical dance skills to accommodate physical maturation (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).
	DA:Pr5.1.7 (b) Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.
	DA:Pr5.1.7 (c) Collaborate with peers to practice and refine dances. Collaboratively develop group performance expectations based on observation and analysis of live or recorded professional dancers.
Grade 8	DA:Pr5.1.8 (a) Replicate, recall and execute spatial designs and varying musical or rhythmical patterns while embodying technical dance skills (for example functional alignment, kinesthetic awareness, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion).
	DA:Pr5.1.8 (b) Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.
	DA:Pr5.1.8 (c) Discover strategies for achieving performance accuracy, clarity and expressiveness and articulate personal performance goals individually and collaborating with peers. Document personal improvement over time (e.g. journaling, portfolio, timeline).
HS Proficient	DA:Pr5.1.I (a) Establish mastery of technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography. Expand development of foundational dance technique.
	DA:Pr5.1.I (b) Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan.
	DA:Pr5.1.I (c) Use a variety of strategies to analyze and evaluate performances of self and others (for example, use different mediums of practice to analyze the difference between the way movements look and how they feel to match performance with visual effect). Establish a basic set of performance goals applying practice strategies.
HS Accomplished	DA:Pr5.1.II (a) Develop ability to dance with sensibility toward other dancers while executing complex spatial, rhythmic, and dynamic sequences to meet performance goals.
	DA:Pr5.1.II (b) Develop an understanding of anatomical principles and healthful practices as applied to technical dance skills. Follow a personal nutrition plan that supports health for everyday life.
	DA:Pr5.1.II (c) Develop and execute collaborative and independent practice and

	rehearsal strategies with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.
HS Advanced	DA:Pr5.1.III (a) Refine and apply body-mind principles to technical dance skills in complex choreography when performing solo, partner, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.
	DA:Pr5.1.III (b) Research healthful and safe practices for dancers and refine personal practice based on findings. Discuss how research informs practice and dance performance.
	DA:Pr5.1.III (c) Refine a range of rehearsal strategies to achieve performance excellence. Demonstrate understanding of how to initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression.
Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. Essential Question(s): How does a dancer heighten artistry in a public performance?	
PRESENT	
Grade 6	DA:Pr6.1.6 (a) Use performance etiquette and performance practices during class, rehearsal and performance. Reflect upon and apply corrections received from the director or choreographer to future performances. Demonstrate ability to adapt to various performance areas.
	DA:Pr6.1.6 (b) Correctly use production terminology and explain reasons for choosing among a variety of possible production elements to intensify and heighten the artistic intent of a variety of dance works.
Grade 7	DA:Pr6.1.7 (a) Document use of performance etiquette and performance practices during class, rehearsal, and performance. Analyze and apply to future performances corrections received from the director or choreographer. Collaborate with peers in adapting movement to various performance areas.
	DA:Pr6.1.7 (b) Correctly use production terminology to explain how production elements change according to different venues, different audiences, different dance styles and/or genres and dances from a variety of cultures.
Grade 8	DA:Pr6.1.8 (a) Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) in using performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Evaluate and apply corrections from director or choreographer to future performances.
	DA:Pr6.1.8 (b) Correctly use production terminology in selecting and applying production elements to enhance the artistic intent of a dance performance created individually or with peers.
HS Proficient	DA:Pr6.1.I (a) Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. and performance. Post performance, accept notes

	from the choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.
	DA:Pr6.1.I (b) Acquire understanding of the production elements of a performance and identify ideas that would intensify and heighten the artistic intention of the dances.
HS Accomplished	DA:Pr6.1.II (a) Refine leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production elements.
	DA:Pr6.1.II (b) Develop the skills to individually or collaboratively produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intention of the dance works.
HS Advanced	DA:Pr6.1.III (a) Master leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) documenting rehearsal and performance with fluency in professional dance terminology and production terminology.
	DA:Pr6.1.III (b) Refine skills to individually or collaboratively produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.

Dance: Responding	
Anchor Standard 7: Perceive and analyze artistic work.	
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.	
Essential Question(s): How is a dance understood?	
ANALYZE	
Grade 6	DA:Re7.1.6 (a) Use correct, genre specific dance terminology to explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices.
	DA:Re7.1.6 (b) Describe or demonstrate recurring patterns of movement and their relationships in dance phrases or a dance.
Grade 7	DA:Re7.1.7 (a) Use correct, genre specific dance terminology to compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices.
	DA:Re7.1.7 (b) Compare, contrast, and discuss patterns of movement and their relationships in dance phrases or a dance.

Grade 8	DA:Re7.1.8 (a) Use correct, genre specific dance terminology to explain how the elements of dance are used to communicate artistic intent in a variety of genres, styles, or cultural movement practices.
	DA:Re7.1.8 (b) Describe, demonstrate and discuss patterns of movement and their relationships in dance phrases or a dance in context of artistic intent.
HS Proficient	DA:Re7.1.I (a) Reflect upon recurring patterns of movement and acquire understanding of their relationships that constitute artistic intention.
	DA:Re7.1.I (b) Reflect upon the use of elements of dance in a variety of genres, styles, and diverse cultures and historical periods which may be specific to Indiana. Use genre- specific dance terminology.
HS Accomplished	DA:Re7.1.II (a) Analyze dance works and identify examples of recurring patterns of movement and their relationships that create structure and meaning in dance.
	DA:Re7.1.II (b) Analyze and compare movement patterns and their relationships in a variety of genres, styles, and diverse cultures and historical periods which may be specific to Indiana. Identify and use criteria that measure how movement patterns impact communication and intention. Use genre-specific dance terminology.
HS Advanced	DA:Re7.1.III (a) Evaluate dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
	DA:Re7.1.III (b) Evaluate movement patterns in dances using objective and subjective criteria. Analyze aesthetic and cultural styles communicated in dances from a variety of genres, styles, and diverse cultures or historical periods. Use genre- specific dance terminology.
Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. Essential Question(s): How is dance interpreted?	
INTERPRET	
Grade 6	DA:Re8.1.6 (a) Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.
Grade 7	DA:Re8.1.7 (a) Compare the meaning of dances from a variety of cultures. Explain how the artistic intent of each dance is achieved through the elements of dance, dance technique, choreographic principles, production elements and context. Use genre specific dance terminology.
Grade 8	DA:Re8.1.8 (a) Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.

HS Proficient	DA:Re8.1.I (a) Reflect upon a dance and discuss its artistic intent and artistic expression. Identify use of the elements of dance and dance technique to enhance meaning and support intention. Use genre specific dance terminology.
HS Accomplished	DA:Re8.1.II (a) Analyze how the elements of dance, execution of dance movement principles and context contribute to artistic expression in a variety of dances. Use genre specific dance terminology.
HS Advanced	DA:Re8.1.III (a) Evaluate and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, and/or diverse cultures and historical periods. Use genre specific dance terminology.
Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. Essential Question(s): What criteria are used to evaluate dance?	
CRITIQUE	
Grade 6	DA:Re9.1.6 (a) Develop artistic criteria to critique a dance using genre specific dance terminology. Discuss the characteristics and artistic intent of the dance.
Grade 7	DA:Re9.1.7 (a) Refine artistic criteria using genre specific dance terminology. Compare artistic intent, content and context of dances from a variety of cultures and examine characteristics of genre, style, or cultural movement practice.
Grade 8	DA:Re9.1.8 (a) Evaluate using artistic criteria and genre-specific dance terminology dances from a variety of cultures and historical periods. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression.
HS Proficient	DA:Re9.1.I (a) Reflect upon the artistic expression of a dance. Discuss insights using aesthetic criteria and dance terminology.
HS Accomplished	DA:Re9.1.II (a) Analyze two or more dances using aesthetic criteria to evaluate artistic expression. Apply subjective and objective viewpoints. Use genre-specific dance terminology.
HS Advanced	DA:Re9.1.III (a) Refine personal artistic preferences to critique dance. Apply subjective and objective viewpoints to a range of artistic expressions. Discuss perspectives with peers and justify views.

Dance: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>	
SYNTHESIZE	
Grade 6	DA:Cn10.1.6 (a) Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.
	DA:Cn10.1.6 (b) Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.
Grade 7	DA:Cn10.1.7 (a) Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.
	DA:Cn10.1.7 (b) Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepened understanding of the topics.
Grade 8	DA:Cn10.1.8 (a) Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.
	DA:Cn10.1.8 (b) Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers describing the historical journey of the chosen genre or style. Document the process of research and application.
HS Proficient	DA:Cn10.1.I (a) Reflect upon the ideas expressed by the choreographer in a dance. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.
	DA:Cn10.1.I (b) Collaboratively identify a dance related question or problem. Conduct research through different mediums on how dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.
HS Accomplished	DA:Cn10.1.II (a) Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.
	DA:Cn10.1.II (b) Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and create and perform a piece of choreography. Discuss orally or in writing insights relating to knowledge gained

	through the research process, the synergy of collaboration, the choreography, and the transfer of learning from this project to other learning situations.
HS Advanced	DA:Cn10.1.III (a) Create and review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the criteria that contributed to changes in one's personal growth.
	DA:Cn10.1.III (b) Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop individually or collaboratively criteria for making career choices that relate to the arts.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?	
RELATE	
Grade 6	DA:Cn11.1.6 (a) Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.
Grade 7	DA:Cn11.1.7 (a) Compare, contrast, and discuss dances performed by people in various communities or cultures. Compare the ideas and perspectives important to each community or culture that are reflected in the dances.
Grade 8	DA:Cn11.1.8 (a) Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.
HS Proficient	DA:Cn11.1.I (a) Analyze and discuss dances from selected genres or styles and/or diverse cultures and historical periods, and identify similarities and differences among them in relation to the culture or period of origin.
HS Accomplished	DA:Cn11.1.II (a) Analyze the use of artistic criteria in dances from several genres or styles, diverse cultures or historical periods, and/or world dance forms. Relate ideas expressed in the dances to the culture or period of origin.
HS Advanced	DA:Cn11.1.III (a) Integrate knowledge gained from analyzing dances from several genres, styles and/or diverse cultures and historical periods, and/or world dance forms with one's personal dance experience. Explain how one's dance literacy has expanded.